

# Boiling Springs Junior High

4801 Highway 9  
Inman, South Carolina 29349

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	1,049 Students	
<b>Principal</b>	Donald Barnette	864-578-5954
<b>Superintendent</b>	Dr. Scott J. Mercer	864-578-0128
<b>Board Chair</b>	Mrs. Connie Smith	864-578-0128

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	23	0	0

### IMPROVEMENT RATING

BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

NO

This school met 25 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Below Average	No

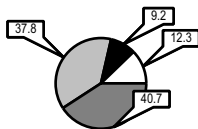
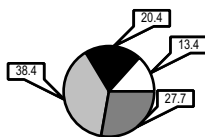
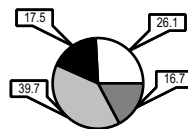
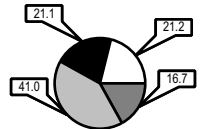
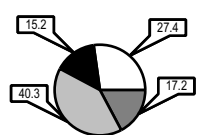
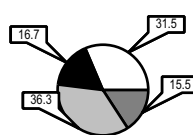
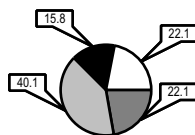
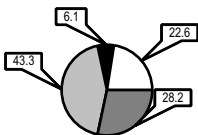
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	1,037	99.9	11.7	38.0	40.8	9.5	63.2	Yes	Yes
<b>Gender</b>									
Male	542	99.8	15.0	40.9	37.0	7.0	57.1		
Female	495	100.0	8.1	34.8	45.0	12.2	69.9		
<b>Racial/Ethnic Group</b>									
White	816	100.0	9.2	35.7	44.3	10.8	68.2	Yes	Yes
African American	135	99.3	18.7	49.6	27.6	4.1	45.5	Yes	Yes
Asian/Pacific Islander	41	100.0	7.7	53.8	33.3	5.1	51.3	I/S	Yes
Hispanic	44	100.0	44.7	31.6	18.4	5.3	28.9	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	948	99.9	10.6	36.8	42.5	10.1	65.8		
Disabled	89	100.0	24.1	51.9	21.5	2.5	34.2	No	Yes
<b>Migrant Status</b>									
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	1,031	99.9	11.5	38.1	41.0	9.4	63.6		
<b>English Proficiency</b>									
Limited English Proficient	52	100.0	65.9	22.7	11.4	0.0	15.9	I/S	Yes
Non-Limited English Proficient	985	99.9	9.2	38.7	42.2	9.9	65.5		
<b>Socio-Economic Status</b>									
Subsidized meals	405	100.0	20.8	45.6	29.0	4.5	47.2	Yes	Yes
Full-pay meals	632	99.8	6.0	33.2	48.3	12.6	73.3		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	1,037	99.9	12.8	38.6	27.8	20.8	61.8	Yes	Yes
<b>Gender</b>									
Male	542	99.8	13.3	38.0	26.1	22.6	62.2		
Female	495	100.0	12.4	39.2	29.6	18.8	61.4		
<b>Racial/Ethnic Group</b>									
White	816	100.0	10.5	37.0	29.7	22.8	65.0	Yes	Yes
African American	135	99.3	23.6	47.2	19.5	9.8	43.9	Yes	Yes
Asian/Pacific Islander	41	100.0	5.1	46.2	28.2	20.5	71.8	I/S	Yes
Hispanic	44	100.0	34.2	36.8	13.2	15.8	42.1	I/S	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	948	99.9	11.0	37.3	29.5	22.3	64.3		
Disabled	89	100.0	34.2	53.2	8.9	3.8	32.9	No	Yes
<b>Migrant Status</b>									
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	1,031	99.9	12.6	38.7	27.9	20.8	61.9		
<b>English Proficiency</b>									
Limited English Proficient	52	100.0	31.8	45.5	18.2	4.5	29.5	I/S	Yes
Non-Limited English Proficient	985	99.9	11.9	38.3	28.3	21.5	63.3		
<b>Socio-Economic Status</b>									
Subsidized meals	405	100.0	21.9	42.5	23.7	11.9	48.8	Yes	Yes
Full-pay meals	632	99.8	7.1	36.2	30.3	26.4	70.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	1,037	99.9	25.6	39.8	16.9	17.7	34.6
<b>Gender</b>							
Male	542	99.8	24.8	37.6	17.0	20.7	37.6
Female	495	100.0	26.4	42.2	16.8	14.5	31.3
<b>Racial/Ethnic Group</b>							
White	816	100.0	21.6	38.8	19.0	20.6	39.6
African American	135	99.3	39.8	50.4	6.5	3.3	9.8
Asian/Pacific Islander	41	100.0	28.2	43.6	10.3	17.9	28.2
Hispanic	44	100.0	57.9	21.1	15.8	5.3	21.1
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	948	99.9	21.5	42.0	17.6	18.9	36.5
Disabled	89	100.0	72.2	15.2	8.9	3.8	12.7
<b>Migrant Status</b>							
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,031	99.9	25.3	40.0	17.0	17.7	34.7
<b>English Proficiency</b>							
Limited English Proficient	52	100.0	68.2	22.7	6.8	2.3	9.1
Non-Limited English Proficient	985	99.9	23.6	40.6	17.4	18.4	35.8
<b>Socio-Economic Status</b>							
Subsidized meals	405	100.0	38.3	40.6	10.8	10.3	21.1
Full-pay meals	632	99.8	17.6	39.3	20.7	22.4	43.1

<b>Social Studies</b>							
All Students	1,037	99.9	20.8	41.1	16.7	21.4	38.1
<b>Gender</b>							
Male	542	99.8	21.2	38.8	16.6	23.4	40.0
Female	495	100.0	20.3	43.7	16.8	19.2	36.0
<b>Racial/Ethnic Group</b>							
White	816	100.0	17.9	40.3	17.9	23.8	41.7
African American	135	99.3	32.5	49.6	7.3	10.6	17.9
Asian/Pacific Islander	41	100.0	23.1	35.9	23.1	17.9	41.0
Hispanic	44	100.0	39.5	36.8	15.8	7.9	23.7
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	948	99.9	17.5	41.7	17.8	22.9	40.8
Disabled	89	100.0	58.2	34.2	3.8	3.8	7.6
<b>Migrant Status</b>							
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,031	99.9	20.7	41.1	16.8	21.4	38.2
<b>English Proficiency</b>							
Limited English Proficient	52	100.0	59.1	31.8	4.5	4.5	9.1
Non-Limited English Proficient	985	99.9	19.0	41.6	17.3	22.2	39.4
<b>Socio-Economic Status</b>							
Subsidized meals	405	100.0	33.2	40.4	14.2	12.1	26.4
Full-pay meals	632	99.8	12.9	41.6	18.2	27.2	45.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	554	100.0	10.3	38.2	43.1	8.3	51.4
	8	547	99.8	15.0	45.5	32.7	6.9	39.5
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	495	99.8	12.7	39.1	41.9	6.3	48.3
	8	542	100.0	11.0	37.0	40.1	11.9	52.0
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	554	99.8	10.9	35.3	27.7	26.1	53.8
	8	547	99.8	19.5	51.6	14.7	14.3	28.9
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	495	99.8	10.7	39.1	27.1	23.1	50.2
	8	542	100.0	14.8	38.3	28.5	18.3	46.8
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	495	99.8	25.3	40.2	16.8	17.7	34.5
	8	542	100.0	26.0	39.7	16.8	17.5	34.3
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	495	99.8	21.6	40.2	15.9	22.3	38.2
	8	542	100.0	20.0	42.0	17.5	20.4	38.0

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 1,049)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.2%	Up from 11.1%	23.0%	15.5%
Retention rate	1.5%	Down from 2.2%	2.6%	3.0%
Attendance rate	95.6%	Down from 95.8%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.2%	Up from 6.2%	3.3%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%	Up from 3.8%	3.3%	4.6%
Eligible for gifted and talented	9.0%	Down from 11.0%	24.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.9%	Up from 8.1%	11.4%	13.6%
Older than usual for grade	2.2%	Up from 1.7%	2.9%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.8%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 58)</b>				
Teachers with advanced degrees	50.0%	Down from 53.4%	55.3%	51.8%
Continuing contract teachers	70.7%	Down from 81.0%	80.5%	78.1%
Highly qualified teachers	96.3%	Down from 98.0%	90.3%	89.6%
Teachers with emergency or provisional certificates	4.2%	Up from 2.0%	4.5%	6.0%
Teachers returning from previous year	92.3%	Up from 89.9%	86.8%	85.4%
Teacher attendance rate	94.7%	Down from 96.3%	95.1%	94.9%
Average teacher salary	\$41,233	Down 1.9%	\$42,281	\$41,328
Prof. development days/teacher	13.3 days	Up from 10.9 days	12.1 days	11.5 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	5.0	3.0
Student-teacher ratio in core subjects	25.2 to 1	Down from 26.2 to 1	22.8 to 1	21.3 to 1
Prime instructional time	87.7%	Down from 90.5%	89.7%	89.3%
Dollars spent per pupil*	\$4,846	Down 4.0%	\$5,566	\$6,022
Percent of expenditures for teacher salaries*	58.8%	Down from 60.2%	62.4%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.4%	Up from 56.8%	96.0%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	95.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Boiling Springs Junior High School is a student-oriented school with a supportive environment which allows students to focus on learning. During the 2004-2005 school year, our enrollment totaled 1045 grade seven and grade eight students. The successes of the academic, athletic, and fine arts programs at our school can be attributed to the hard work of conscientious students, dedicated teachers, and supportive parents. At Boiling Springs Junior High School, students truly come first.

Based on standardized test scores during the 2003-2004 school year, we received a good rating on our school's annual report card. Additionally, our school received recognition by the South Carolina State Department of Education for closing the achievement gap among students of differing economic, racial, and ethnic groups. For the third year in a row, we maintained Red Carpet status by providing friendly and helpful service to students, parents, and visitors.

This past year, the majority of our grade eight students completed either Algebra I or Introduction to Algebra classes. Of these students, seventy-one scored an A on the Algebra I End-of-Course Exam and the average score for our students was 96. Approximately twenty percent of all students participated in Advanced Language Arts classes. We had forty-one A's on the English I End-of-Course Examination with an average score of 90 for our school.

Exploratory classes and extracurricular activities played an important role for our students. Our PSAT and SAT enrichment classes prepared approximately three hundred students for these two important tests. This year, seventy students were named South Carolina Junior Scholars for their outstanding scores on the Preliminary Scholastic Achievement Test (PSAT). Foreign language classes were offered in both grades seven and eight with three hundred and four hundred students, respectively, completing introductory Spanish courses. Forty-two percent of students at our school joined the band, chorus, or orchestra programs. We had 172 student athletes who participated in football, basketball, volleyball, or cheerleading.

Parents were actively involved in their children's education by attending parent teacher conferences, PTSO meetings, Open House, and award ceremonies, as well as chaperoning field trips and special events. This year alone, more than 830 parent teacher conferences were held at our school.

Boiling Springs Junior High School is a student-oriented school where students come first. Teachers at our school are diligent in their efforts to improve student achievement and help students succeed. Through constant monitoring, we strive to maintain a safe and secure learning environment for all of our students. We are a school in which students, parents, and the community can take pride. We appreciate the hard work of our students, the dedication of our teachers, and the support of parents, all of which are fundamental to the continued success of our school.

Donald Barnette, Principal  
Joy Adams, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	55	487	149
Percent satisfied with learning environment	88.9%	67.5%	84.4%
Percent satisfied with social and physical environment	98.1%	73.0%	82.4%
Percent satisfied with school-home relations	89.1%	82.4%	65.3%

\*Only students at the highest middle school grade level at this school and their parents were included.